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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with a variety of topics including the following: (1) a descriptive survey of the attitudes and perceptions of speech communication faculty concerning computers and computer assisted instruction; (2) a planned course reading component; (3) practical knowledge of language in teaching; (4) an investigation of reading specialists in education; (5) reading teachers' reactions to a field test of a computer assisted instruction reading program; (6) secondary English methods courses; (7) the relation of the elementary school principal to the improvement of reading; (8) the influence of oral language transactions on developing literacy; (9) the socialization of beginning elementary school teachers; (10) an analysis of secondary teachers' conceptions of reading; (11) the effects of using an instruction strategy based on schema theory; (12) the effect of a feedback system on teacher performance in writing conferences; (13) teacher feedback and practices during guided oral reading; and (14) the attitudes of non-English faculty toward the teaching of writing. (EL)

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Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction:

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Abstracts of the following dissertations are included in this collection:

Blout, Marcella A. Rye
A DESCRIPTIVE SURVEY OF THE ATTITUDES AND PERCEPTIONS OF SPEECH COMMUNICATION FACULTY CONCERNING COMPUTERS AND COMPUTER ASSISTED INSTRUCTION

Dean, June Brininger
A PLANNED COURSE READING COMPONENT: AN INTERACTION MODEL FOR SECONDARY CONTENT AND READING TEACHERS

Eilert, Claude Lee, Jr.
AN ASSESSMENT OF TEACHER PERCEPTIONS OF THE EFFECTIVENESS OF THE COMMUNICATION PLAN OF A SUBURBAN SCHOOL DISTRICT FOR THE IMPLEMENTATION OF THE BASIC SKILLS FIRST PROGRAM

Fryer, George Lawrence
A COMPARISON OF PRINCIPALS' AND TEACHERS' PERCEPTIONS OF PRINCIPALS' READING PROGRAM INVOLVEMENT, READING INSTRUCTION PRACTICES, MATERIALS USE, AND STAFF DEVELOPMENT NEEDS IN GRADES ONE THROUGH FIVE IN THE JORDAN SCHOOL DISTRICT, SANDY, UTAH

Kroma, Siaka Ken
PERSONAL PRACTICAL KNOWLEDGE OF LANGUAGE IN TEACHING: AN ETHNOGRAPHIC STUDY

Larson, Colleen L.
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Moskowitz, Charlotte M.
READING TEACHERS' REACTIONS TO A FIELD TEST OF A COMPUTER ASSISTED INSTRUCTION READING PROGRAM IN A MICROCOMPUTER LABORATORY SETTING IN A MIDDLE SCHOOL

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SECONDARY ENGLISH METHODS COURSES IN THE MIDWEST AS VIEWED BY METHODS PROFESSORS AND SECONDARY ENGLISH TEACHERS

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Thompson, Edgar Herbert
THE EFFECT OF A FEEDBACK SYSTEM ON TEACHER PERFORMANCE IN WRITING CONFERENCES

Umansky, Barron Marsha
TEACHER FEEDBACK AND PRACTICES DURING GUIDED ORAL READING FOR HIGH AND LOW FIRST-GRADE READING GROUPS: A DESCRIPTIVE STUDY

Westerfield, Michael W.
THE BEHAVIORS AND ATTITUDES OF THE NON-ENGLISH FACULTY AT YORK COLLEE TOWARD THE TEACHING OF WRITING

A DESCRIPTIVE SURVEY OF THE ATTITUDES AND PERCEPTIONS OF SPEECH COMMUNICATION FACULTY CONCERNING COMPUTERS AND COMPUTER ASSISTED INSTRUCTION

Order No. DA8429855

BLOUT, MARCELLA A. RYE, ED.D. *West Virginia University*, 1984. 124pp.

The primary purposes of this study were to (1) develop a personal and professional profile of speech communication faculty in selected Pennsylvania colleges and universities, (2) obtain information on speech communication faculty opinions about the usage of computers/Computer Assisted Instruction, and (3) test the relationship between eight independent demographic variables with a series of dependant awareness, attitudinal and application variables concerning computers/CAI.

The descriptive survey method of research using a modified Delphi technique was used to develop a questionnaire sent to 394 Pennsylvania speech communication faculty. Data were reported as frequencies and percentages.

Sixty-four chi-square tests completed between each of eight independent demographics and eight dependent questions proved statistically significant in eleven relationships. One statistically significant relationship was found between rank and reading on CAI in speech communication. Whether a respondent as chairperson or non-chairperson was related to the awareness, attitude, and application questions was not statistically significant. Respondents' earned degree and the awareness and attitude questions did not prove statistically significant; the chi-square test was significant between degree and the respondents' use of a computer in classes. A statistically significant relationship was found between years in teaching and two of the attitude questions concerning CAI as a practical tool for speech communication and CAI in speech being well-received by students. The chi-square test showed a statistically significant relationship between respondents' level of teaching and the awareness question of "Have you ever taken a computer course?" Two statistically significant relationships were found between respondents' type of institution and the two awareness questions of reading on CAI in general and reading on CAI as related to speech communication. For the relationship between male/female respondents' awareness, attitude, and application of computers/CAI, the chi-square test showed a statistical significance for the two awareness questions of purchase of a computer and reading about CAI, as well as for the application question of using a computer in classes. The relationship between respondents' age and the awareness, attitude, and application questions proved statistically significant between age and the awareness question of purchase of a computer.

A PLANNED COURSE READING COMPONENT: AN INTERACTION MODEL FOR SECONDARY CONTENT AND READING TEACHERS

Order No. DA8411706

DEAN, JUNE BRININGER, PH.D. *University of Pittsburgh*, 1983. 183pp.

This study was designed to determine whether a proposed interactive-integrated reading model produced increased teacher professionalism and student achievement over the traditional approach to reading instruction.

The model includes a rationale, a design for staff development, the materials and strategies necessary for implementation and a process for evaluation. The study consisted of both an experimental and case study component through which data were gathered to test five research questions.

Two teams each composed of a science teacher, a reading teacher, and a supervisor/researcher worked with a control and experimental group of seventh grade students in two junior high schools. The case study described teacher interactions during staff development sessions, informal teacher contacts, and instructional implementation. The experimental research analyzed student outcomes and group differences on a two-way repeated measures ANOVA for reading and science.

The objectives, skills, and concepts for the integrative reading and science curriculum were written based on the science content identified by the science teacher. The science and reading teachers then identified and planned the instructional strategies to be implemented in both teachers' classrooms. The reading teacher taught the reading skills during Phase I of instruction in the reading classroom. Phase II followed with the science teacher guiding the application of the reading skills in the science classroom. *The Helping Handbook*, an in-service guide prepared by the researcher, provided the teachers with background information for discussions and for acquiring new teaching skills.

The findings offer support for a planned integrative approach which goes beyond the mere acquisition of knowledge to the synthesis and application phases of learning. The study shows that when collegiality is promoted in a facilitative, supervisory environment, teachers contribute effectively to instructional improvement, they gain a commitment to continued professional development, and student achievement is also increased.

AN ASSESSMENT OF TEACHER PERCEPTIONS OF THE EFFECTIVENESS OF THE COMMUNICATION PLAN OF A SUBURBAN SCHOOL DISTRICT FOR THE IMPLEMENTATION OF THE BASIC SKILLS FIRST PROGRAM

Order No. DA8429431

EILERT, CLAUDE LEE, JR., ED.D. *Memphis State University*, 1984. 103pp. Major Professor: Ford Haynes

Purpose. The purpose of this study was to assess teachers' perceptions of the effectiveness of the communication plan utilized by a suburban school district to disseminate and receive information relative to the implementation of the Basic Skills First Math program and, thus, to identify positive features and needed improvements in the plan that would enhance the effectiveness of the communication.

Procedures. Teachers and administrators who were involved in the program were given an opportunity to complete a questionnaire by responding to statements concerning the Basic Skills First Math program and the communication plan utilized by the school district to implement the program. The sample consisted of 476 teachers who taught a variety of subjects and combinations of subjects below grade nine.

The data were subjected to either an independent t-test or analysis of variance in a attempt to determine if the respondent's school size, teaching situation, grade taught, educational level, subject taught, total years teaching experience, age, or perception of the BSF Math program was a factor in the perceived effectiveness of the communication plan for implementation of the program.

Findings. (1) Respondents from medium size schools perceived the communication plan to be significantly less effective than did respondents from large and small schools. (2) There was no significant difference in the plan assessment mean scores of respondents classified by teaching situation. (3) There was no significant difference in the plan assessment mean scores of respondents classified by grade taught. (4) There was no significant difference in the plan assessment mean scores of respondents classified by educational level attained. (5) There was no significant difference in the plan assessment mean scores of respondents classified by subject taught. (6) There was no significant difference in the plan assessment mean scores of respondents classified by total years teaching experience. (7) There was no significant difference in the plan assessment mean scores of respondents classified by age. (8) Respondents who failed to support the BSF Math program had a plan assessment score significantly lower than that of respondents who supported the program.

A COMPARISON OF PRINCIPALS' AND TEACHERS' PERCEPTIONS OF PRINCIPALS' READING PROGRAM INVOLVEMENT, READING INSTRUCTION PRACTICES, MATERIALS USE, AND STAFF DEVELOPMENT NEEDS IN GRADES ONE THROUGH FIVE IN THE JORDAN SCHOOL DISTRICT, SANDY, UTAH Order No. DA8427532

FRYER, GEORGE LAWRENCE, PH.D. *University of Georgia*, 1984. 251pp. Director: Ira E. Aaron

The purpose of this study was to compare principals' and teachers' perceptions regarding certain aspects of the current grades one through five reading programs in the elementary schools of the Jordan School District, Sandy, Utah. Four facets of a school reading program were investigated: (1) extent of principal involvement in the classroom reading program; (2) teachers' reading instruction practices; (3) teachers' utilization of certain reading materials, especially various basal reader series; and (4) reading staff development needs of teachers. Two questionnaires were developed as instruments for gathering data: one for teachers, and a principal questionnaire, on which principals responded separately for primary and intermediate teachers. The subjects in this study were 236 primary grade teachers, 151 intermediate grade teachers, and 40 elementary principals.

The results indicated significant differences in perceptions of principals and teachers in the following areas: (1) principal's involvement in the reading program; (2) frequency of use of various reading materials; and (3) perceived staff development needs. Principals rated their involvement in classroom reading programs higher than did both primary and intermediate teachers. Principals also indicated a much higher degree of time spent in reading classrooms than either teacher group did. Principals also tended to rate the usefulness of reading materials slightly higher for primary teachers. Extensive use of basal reading textbooks as a basis for reading instruction was indicated. In relation to staff development needs, areas of greatest need identified by primary teachers were: use of computers, teaching techniques most effective with disabled readers, and teaching techniques most effective with gifted students. Similar needs were indicated by intermediate teachers. More than 50 percent of principals, however, perceived teachers need help in 24 of the 33 inservice areas included in the survey. A similar perception was not shown by teachers, who rated only eight topics highly.

PERSONAL PRACTICAL KNOWLEDGE OF LANGUAGE IN TEACHING: AN ETHNOGRAPHIC STUDY

KROMA, SIAKA KEN, PH.D. *University of Toronto (Canada)*, 1984. Chairman: Professor V. C. Falkenheim

The problem of this study is to conceptualize teachers' practical knowledge of language. The study holds that throughout their curricular activities teachers operate with understandings about language that are practical and personal. One way of characterizing these understandings is as personal practical knowledge of language.

The study's method is participant observation. Its data are field notes and interview transcripts which were obtained through direct observations of two teachers' practices and tape-recorded explanations of those practices. Each teacher had access to field notes and was given the opportunity to verify interview material. The data are presented in two two-part interpretive accounts. Each account presents a summary of the data and interprets selected practices in three broad areas of language: reading, writing, and linguistic registers.

In the conceptualization of practical knowledge of language that emerges from the study it is demonstrated that personal philosophy plays a dominant role in linking language knowledge and action in teaching. The study reveals that from their personal and professional histories teachers develop personal philosophies of curriculum which have consequences for language across the curriculum.

EFFECTIVE SPECIALIZATION: AN INVESTIGATION OF READING SPECIALISTS IN EDUCATION WITHIN THE FRAMEWORK OF BUSINESS MANAGEMENT THEORY AND THE BUREAUCRATIC ORGANIZATION Order No. DA8419948

LARSON, COLLEEN L., PH.D. *The University of Wisconsin - Madison*, 1984. 238pp. Supervisor: Professor Richard J. Smith

The purpose of this study was to determine if the bureaucratic organizational structure of Wisconsin schools is or is not having an affect upon the performance of K-12 district reading specialists as perceived by district reading specialists in the state of Wisconsin. The total population of district reading specialists in the state of Wisconsin was surveyed (N = 575).

The first major finding of the study was that the placement of reading specialists in the hierarchical bureaucratic ladder of authority significantly affects both the difficulties encountered by staff reading specialists and the perceived effectiveness of reading specialists in the state of Wisconsin. Therefore, to optimize the use of staff reading specialists in the state of Wisconsin district superintendents must develop a clear understanding of what the responsibilities of reading specialists are and how those responsibilities can best be fulfilled within the bureaucratic organizational structure of education.

A second major finding of the study was that there was no significant correlation between the level of bureaucracy in Wisconsin schools and the perceived effectiveness of staff reading specialists. The level of bureaucracy in school districts in the state of Wisconsin is not nearly as important in the perceived effectiveness of staff reading specialists as the level of authority held by reading specialists operating within those districts. This finding suggests that reading specialists who are employed as K-12 district reading specialists should be employed as administrators in Wisconsin schools if their talents and abilities are to be maximized within educational institutions.

READING TEACHERS' REACTIONS TO A FIELD TEST OF A COMPUTER ASSISTED INSTRUCTION READING PROGRAM IN A MICROCOMPUTER LABORATORY SETTING IN A MIDDLE SCHOOL Order No. DA8429723

MOSKOWITZ, CHARLOTTE M., ED.D. *University of Pennsylvania*, 1984. 420pp. Chair: Dr. Morton Botel

This dissertation reports the attitudes and reactions of four middle school reading teachers to a field test of a computer assisted instruction, CAI, reading development program that was converted from mainframe computer to microcomputer. Sixteen microcomputers displayed the instruction to 245 students in the sixth, seventh, and eighth grades in one middle school.

This study utilized observations coupled with interviews and questionnaires to elicit the attitudes of teachers and students to the CAI reading program. Data recorded in field notes and a researcher's journal included: instructional decisions regarding conversion of the curriculum, preplanning at the site, teachers' reactions to their training in the use of the microcomputer, and the attitudes and reactions of teachers and students to the procedures employed during the field test.

The results support the following conclusions: (1) Teachers need training in how to use the specific software application in reading instruction. (2) Teachers need preparation for their role change. (3) Students' reactions, as observed by teachers and as recorded in questionnaires discussed with teachers, as much as any single factor, influenced teachers to believe that CAI should be integrated into reading instruction. (4) Teachers saw the microcomputer as a versatile tool for review, reinforcement, remediation, and possible enrichment of the reading curriculum. (5) Teachers believed that they would have more time to devote to teaching and might plan to cover additional material because they would not have to reteach those portions of the curriculum assigned to the microcomputer. (6) Teachers felt threatened by sharing their role as conveyors of

information. Monitoring instruction presented by the microcomputer changed their role.

As a result of this investigation, a four part framework emerges as a model for the integration of microcomputers in reading instruction. The components are: (1) literacy, (2) applications, (3) management of instruction, and (4) computer assisted teaching. All involve teachers in aspects of lesson planning and activities designed to assist in role change.

SECONDARY ENGLISH METHODS COURSES IN THE MIDWEST AS VIEWED BY METHODS PROFESSORS AND SECONDARY ENGLISH TEACHERS Order No. DA8427910

OFTEDAHL, JOAN LYNN, PH.D. *The University of Nebraska - Lincoln*, 1984. 119pp. Adviser: Alvah M. Kilgore

In recent years, teacher preparation programs and the individuals who staff them have been the object of much criticism, from both within and ouside the profession. Because methods courses are viewed as an integral component of teacher education programs, this study examinod English methods courses in terms of course content, teaching strategies, and demographics of respondents. The sample consisted of secondary English methods professors in colleges and universities in nine midwestern states and randomly selected public school English teachers in the same states. Survey instruments were developed by the researcher; 281 surveys were mailed, with 153 usable surveys returned.

Respondents were to list topics they felt should be emphasized in English methods courses. Strategies for teaching composition and strategies for teaching literature were the topics most frequently mentioned by both groups; however, while teachers believed discipline was an important item, professors ranked it almost last.

Professors and teachers agreed that the three most important teaching strategies for beginning teachers to possess were discussion, individualized instruction, and lecture.

Pearson product-moment correlations and multiple t tests were calculated to test for relationships and comparisons between responses of teachers and professors and between actual and ideal inclusions of content items in methods courses and teaching strategies used by educators. Results indicated that teachers viewed actual courses much differently than what they thought should ideally be included; professors' actual and ideal ratings were quite similar, suggesting they were more satisfied with the current course structure than were teachers. Both groups felt innovative strategies, such as computer-assisted instruction and individualized instruction, should be implemented in the classroom, but generally did not use the strategies as often as the lecture and discussion methods.

THE RELATION OF THE ELEMENTARY SCHOOL PRINCIPAL TO THE IMPROVEMENT OF READING Order No. DA8502671

RUNNELS, JANE HAYNES, PH.D. *Texas Woman's University*, 1984. 152pp.

The purpose of this study was to analyze responses from elementary school principals regarding their perception of the importance of each of 29 competencies for improvement of reading and their perception of individual achievement of same competencies.

The sample was drawn from Texas elementary school principals selected at random from school districts divided into five categories based on district size. The instrument used was a questionnaire of 29 competencies related to reading instruction and expected of principals. Ruth I. Peterson and others developed the competency checklist in conjunction with Project LEAD, a 1974 Right to Read effort at George Washington University.

There were 162 respondents to the questionnaire. They rated their perceptions on the importance of each competency and their achievement of each on two Liker-type scales.

Statistics used to analyze the data were analysis of variance, chi-square, and Fisher's LSD. Competency 2, The Ability to Create a Climate Conducive to Reading, was rated by the principals as the most important. Analysis of variance data for competency 2 produced significant probability of importance ($p < .05$). Fisher test data comparing correlations of importance versus achievement between paired groups based on school district size revealed 11 competencies that obtained significant relationships ($p < .05$). Chi-square analyses comparing ratings of importance to ratings of achievement showed eight competencies to have results that differed from what could be expected from chance alone.

Based on findings of this study, recommendations include: (1) the elementary school principal should be knowledgeable concerning the teaching of reading. (2) Differences should be recognized between principals of small and large school districts in reading staff development needs for effective leadership role. (3) Administrator-certifying institutions should be aware of the importance of course offerings in the supervision of the teaching of reading.

THE INFLUENCE OF ORAL LANGUAGE TRANSACTIONS BETWEEN SELECTED TEACHERS AND PREKINDERGARTEN CHILDREN ON DEVELOPING LITERACY DURING EARLY WRITTEN LANGUAGE EXPERIENCES Order No. DA8500603

SCHRADER, CAROL TAYLOR, PH.D. *University of Missouri - Columbia*, 1984. 438pp. Supervisor: Stevie Hoffman

Purpose. The purpose of the study was to investigate and describe the language inherent in the teaching strategies of five teachers fostering the natural development of literacy in prekindergarten children, prior to and during the teachers' introduction to a meaning-centered model of written language learning.

Procedures. Along with interview instruments, teachers were videotaped four times. The first three observations were followed by inservice workshops promoting ways to facilitate natural written language strategies of children.

Findings. The data revealed each teacher's initial skill orientation to the teacher/learning of written language. Their teaching language and strategies indicated a belief that prekindergarten children were dependent upon teachers telling them what to write and demonstrating how to write according to the adult's model. As these teachers were exposed to the meaning-centered theoretical model of written language learning and instructional language to implement that model, there were significant changes in their teaching behaviors. They centered on the meaning intent of the children's personal text and encouraged children's use of the emerging knowledge they had about writing. Their questions invited children to use their own learning strategies, and to elaborate upon their own meaningful messages. Their comments confirmed the children's intentions to make meaning with written language and supported their efforts to construct their own tentative rule system for writing. The results of the teachers' enabling strategies were evidenced in the children's more spontaneous and self-directed written productions. Most important in the findings of this study was the clear indication that the oral language of teaching contributes significantly to how children view themselves as learners and, therefore, how they view themselves as competent beginning writers. Teachers must not only understand how children learn to use written language but must also know appropriate ways to facilitate this natural learning process.

A HANDBOOK FOR TEACHER EDUCATORS OF ORIGINAL LITERATURE ABOUT THE SOCIALIZATION OF BEGINNING ELEMENTARY SCHOOL TEACHERS Order No. DA8425746

SHAFER, SUSAN, ED.D. *Columbia University Teachers College*, 1983. 266pp. Sponsor: Professor Sloan Wayland

Teacher education courses have been criticized from many sources for being too theoretical. Social foundations courses in particular have been criticized for their failure to bridge the gap between course content and actual school experiences. The purpose of this handbook is to present teaching in its practical context, to show prospective elementary school teachers the organizational constraints under which practitioners operate, which have their origins in the school as an institution. The handbook may be used by teacher educators as a supplementary instructional tool for developing the ability in prospective teachers to interpret situations inherent in a formal and informal organizational school structure.

The core of the instructional package consists of three original, fictional works. The works illustrate principles underlying the socialization of the beginning teacher by (1) experienced colleagues, (2) the principal, and (3) the pupils. Each piece is preceded by an introduction which orients the teacher educator to research in the field. Each work is followed by a set of suggested questions and projects for use by the college instructor as springboards for class discussions. A selected, annotated bibliography is included with each of the three parts.

Some system characteristics which are illustrated in the stories are: (1) The beginning teacher tends to become more conservative and conforming as a result of her absorption into the teacher subculture. (2) The principal often provides the beginning teacher with training in the bureaucratic values of the school system, particularly through his orientation conference early in September and through the first formal observation. (3) Due to certain organizational features of schools, pupils have an influence on the beginning teacher's attitudes and behavior.

The school as a larger social system is discussed. Implications for teacher training are offered.

INDUCING SECONDARY TEACHERS' CONCEPTIONS OF READING: A QUALITATIVE ANALYSIS USING LOGIC PROGRAMMING Order No. DA8503353

SHELLY, ANNE LOONEY, PH.D. *Syracuse University*, 1984. 208pp.

This study addresses three issues: (1) the use of qualitative methodology, specifically the use of analytic induction from a symbolic interaction perspective, to induce content-area teachers' conceptions of reading, (2) the development of computer programs written in a symbolic-computation programming system applicable to qualitative research methodology, and (3) the identification of methodological concerns which require careful consideration in the context of computer-assisted data analysis which complements the qualitative research perspective.

One part of this study explores the relationships between secondary teachers' reading conceptions and reading activities they present to students. Teacher data were collected through observations and interviews, which were analyzed as case studies with the help of QUALOG, a set of main-frame computer programs developed to facilitate the mechanical tasks of qualitative data analysis. The goal of this project was to induce two secondary teachers' conceptions of reading from observational data on their instructional practices, and from interview data on their underlying rationales for those practices and on their interpretations of the reading process.

A second part of this study describes the collaborative development of a unique set of main-frame computer programs. Conventional work-processing programs and LOGLISP, a system which integrated logic programming with LISP, form the basis for QUALOG, a collection of flexible and sophisticated programs, which facilitates the mechanical tasks of qualitative data analysis. These programs aid the researcher's conceptual work in data analysis in four areas: (1) formatting the data as text files; (2) creating, organizing, and storing files of coding category information; (3) testing assertions relevant to hypotheses by scanning codes and/or text for confirming and disconfirming evidence; and (4) creating, organizing, and storing files for the researcher's memoranda.

The third part of this study examines the importance of recognizing the distinction between the conceptual and mechanical tasks of qualitative data analysis. The implications of maintaining this distinction become particularly important as programming systems such as LOGLISP are used to develop the potential of computer use in qualitative research.

THE EFFECTS OF TRAINING SECONDARY TEACHERS IN A READING COMPREHENSION INSTRUCTION STRATEGY BASED ON SCHEMA THEORY Order No. DA8422871

SIMONS, SANDRA MCCANDLESS, PH.D. *University of Oregon*, 1984. 153pp. Adviser: Dr. Meredith Damien Gall

An instructional strategy based on schema theory was developed to improve secondary readers' comprehension of expository text. A study was done to determine how well teachers implemented the strategy after inservice training and whether use of the strategy facilitates student comprehension of text.

The fours steps of the instructional strategy are: assess and activate students' content schemata by brainstorming and provide needed background information by developing vocabulary and discussing key concepts; activate students' textual schemata using graphic organizers; have students read the text; and discuss the text with students using both higher and lower cognitive questions.

Twenty-five junior and senior high school teachers and their students were assigned to experimental and control conditions. The experimental group was trained to use the instructional strategy in a special version of Stallings' "Effective Use of Time Training Program." The control group attended Stallings' regular program, during which minimal attention was given to comprehension instruction techniques. Both groups were observed for three class periods before and after training to determine teachers' use of the strategy. During one posttraining observation, the groups taught a prescribed lesson based on an expository reading passage and administered a specially prepared test on it to their students. The students were also given a vocabulary pretest as a measure of initial reading ability.

The experimental-group teachers made a greater average gain in use of four key strategy techniques. Analysis of covariance yielded a significant effect ($p < .01$).

Experimental-group students had a higher mean score on the prescribed lesson posttest than did control-group students. However, the difference tested by analysis of covariance was not statistically significant. In experimental group classes, residualized gain scores on this test were positively correlated ($r = .39$) with teachers' scores on a measure of implementation of the comprehension instruction strategy.

The results demonstrate that the inservice workshops were effective in training teachers to use a comprehension instruction strategy based on schema theory. Analysis of the effects of strategy implementation on student reading comprehension yielded inconclusive results. Overall findings, however, are sufficiently promising to warrant further testing of the strategy.

THE EFFECT OF A FEEDBACK SYSTEM ON TEACHER PERFORMANCE IN WRITING CONFERENCES

Order No. DA8421895

THOMPSON, EDGAR HERBERT. ED.D. *Virginia Polytechnic Institute and State University*, 1984. 276pp.

I examined the effect of a feedback system on the performance of two graduate teaching assistants (GTAs) in writing conferences with their students. Two sets of conferences were taped and coded for the interactions that took place and for the content transacted. I established inter-coder reliability of .84 on interactions and .87 and .89 on content categories, using Scott's Pi Coefficient, with two trained coders. The coded tapes were processed using the "Real Time Observational Data Collection" microcomputer program. This program provided printouts of the frequencies and percentages of interactions and content in each of the GTAs' conferences with students in this study. After the printouts were generated, I conducted feedback interviews following the first and second set of text-based conferences. Transcripts of these taped feedback interviews were also analyzed.

I found that there were important differences between the first and second sets of conferences. One GTA was able, as a result of the feedback system, to alter his performance in his second set of conferences, becoming more student-centered, clarifying his expectations for students, and modeling appropriate responses to writing. The content of his second set of conferences did not change markedly; however, the content of both sets of conferences dealt with rhetorical issues as the literature recommended. While the second GTA's performance did not change a great deal, her attitude became more consistent with what the literature suggested. The content of her first conferences tended to focus on mechanical or sentence level concerns. Her second set of conferences, however, contained more discussion of rhetorical issues.

Both GTAs attributed most of the changes in their conferences to the feedback system, particularly the printouts that quantified the interactions and content. Finally, the GTAs' intentions for their first set of conferences matched their actual performance. When they saw their first printouts, however, they changed their intentions for their second set of conferences, becoming more consistent with what experts contend should be happening in writing conferences.

TEACHER FEEDBACK AND PRACTICES DURING GUIDED ORAL READING FOR HIGH AND LOW FIRST-GRADE READING GROUPS: A DESCRIPTIVE STUDY

Order No. DA8502641

UMANSKY, BARRON MARSHA, PH.D. *Texas Woman's University*, 1984. 121pp.

Teacher interruption behavior during guided oral reading instruction was the primary focus of the study. Engaged time and positive and negative feedback to students was also investigated.

Nineteen first-grade teachers in a large Southwest metropolitan area, who had a high and a low reading group, served as subjects. Each teacher, at her convenience, tape recorded three reading lessons of her high and low reading group, unsupervised by the researcher. All the tapes from each reading group were transcribed for engaged time and positive and negative feedback. Positive and negative feedback was designated by the researcher and an assistant. Engaged time was calculated using a stop watch. Teacher interruption behavior was coded from one tape for each teacher's high and low group using a modified version of Hoffman and Baker's (1981) FORMAS.

Findings revealed significant differences of teacher interruption behavior toward the low reading groups (low $\bar{x}$ = 7.13 high $\bar{x}$ = 1.92 per 100 words). When analyzed proportionally, no significant difference was found in location of teacher interruptions, or in timing of interruptions when high meaning changes occurred. No significant differences were found in terminal, attending, and graphophonic teacher feedback to students when data was analyzed proportionally for high meaning changes. The limited use of context feedback prevented statistical analysis. Descriptive findings revealed context feedback utilized 3% to the high groups, and 1% to the low groups.

Oral reading time for the high and low groups was not significant. However, further investigation into words read revealed the high groups read significantly more words than the low groups.

Positive and negative feedback was found to be greater for the low groups. Findings, however, must be viewed in regard to the limited negative feedback offered to both groups.

THE BEHAVIORS AND ATTITUDES OF THE NON-ENGLISH FACULTY AT YORK COLLEGE TOWARD THE TEACHING OF WRITING

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WESTERFIELD, MICHAEL W., PH.D. *The University of Nebraska - Lincoln*, 1984. 139pp. Adviser: Leslie Whipp

This study examined the behaviors and attitudes of the non-English faculty at York College toward the teaching of writing in their classrooms. Two survey instruments were administered to two different populations: the non-English faculty and York College students. The data collected was compiled for each population by academic groups: Bible--freshman level, Bible--sophomore level, humanities, natural sciences and social sciences in order to compare and determine any differences among the groups on any one section of the questionnaire. I discovered significant differences in perception in the areas of *the use of content mastery as primary writing task*, and *written response behaviors of faculty in evaluation*. Several areas showed strong agreement: faculty rarely make any use of *prewriting activities*, of *in-class writing assignments*, of *revising/editing strategies*, or of *publication/display of student writing*. Other findings indicate that faculty serve as the sole audience and the sole evaluator of student writing. Faculty take a very passive role in writing instruction, rarely making themselves available for help in the composing process. Faculty comments on papers were limited to the marking of grammatical and mechanical errors in student writing. No editing comments were used by faculty, and no faculty allowed a student to revise a paper after being evaluated by the faculty member. In most classes, writing was used as another way to evaluate content mastery, not as a way to encourage learning. Faculty did indicate a strong interest in a cross-curriculum writing program at York College and a desire for further training in writing instruction.

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